

CHAIRS' AND PROGRAM LEADERS' REFERENCE

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EDUCATIONAL SUPPORT & DEVELOPMENT

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A. Your First Days as Chair

Section 1 - Where to Find the People You Need

If you have Intranet access, this address can be very helpful: <http://peoplefinder.camosun.bc.ca/>

(Press **Ctrl** + Right Click To Follow Link)

Section 2 - What Is Your Role as Chair?

Adapted from: *The Department Chair Primer: Leading and Managing Academic Departments* by Don Chu (2006 Anker Publishing, Bolton Mass.)

- 1. You officially represent your department.**
Be aware of what you say and how you say it. It's better to say less rather than more.
- 2. You are there to help protect the rights of faculty, but you also need to remind them to fulfill legal and ethical duties.** Good chairs take both of these jobs equally seriously.
- 3. You are a member of a team that provides educational leadership to the School and the College – not just to your department.** You will get a perspective that faculty members don't have, and you'll be better able to influence the direction the institution takes. Represent your department's viewpoint, but don't sell out the institution to protect your turf.
- 4. You must maintain confidentiality.** You will suddenly have access to a great deal of personal information about department members' health, income, work history, etc. Keep it confidential. Forever.
- 5. Be credible; it is the Chair's most valuable asset.** Check facts – especially when emotions are running high. It's okay to defer a decision or discussion until you know the facts. Never be afraid to say "I made a mistake" or "I'm sorry".
- 6. Give undivided attention to the person you are dealing with.** Be honest at the outset about how much time you have to give the person, but then give it fully.
- 7. Maximize the talents of the faculty.** Help faculty connect with time, money, training, facilities and resources that will enable them to be better instructors.
- 8. See that resources are fully utilized.** You should be able to justify resource decisions according to how they move your department toward strategic objectives.
- 9. Remember that not every change is a problem.** Nay-sayers seldom influence the direction of change, and often miss opportunities inherent in change. Look for the opportunities and new connections change provides.

10. **Remember that every detail is important to someone.** Details are important for students or faculty in ways that you may not understand. Be humble enough to ask politely how information will be used and when it is needed rather than assume it's a stupid request.
11. **You are not faculty's boss, and you are everyone's servant.** Some chairs have staff who report to them, but when it comes to faculty, you are not their boss. It's your job to help them and represent them. You are more likely to get along well with your department if everyone remembers this.
12. **You are not alone.** There are other Chairs in other departments who are now your colleagues – they understand the challenges you face. Your Dean and Associate Dean may also be able to support you on some issues. Don't hesitate to reach out to them.

Section 3 – What Chairs Say About the Job

A Quote from Gord Stuart – Computer Science:

Leadership is earned but authority is bestowed.

I am reminded of the leader's performance-review comment, "People follow this person out of curiosity to see where he is headed". The new chair needs to realize that he/she must earn the leadership of the department. A chair's areas of authority can be counted on one hand, and most of these are in the form of "recommendation to the dean" since the dean retains all the real authority, e.g. course assignments, selection of advisory board members etc.

(Text taken from Chairs Education Program Planning Group Session March 19, 2004 sponsored by ERD – Julie Martin and Faye Ferguson)

Words of Wisdom for Chairs

- Be your genuine self. Don't try to act the role.
- When in doubt, take the high road.
- Suffer fools gladly. Being angry doesn't make them wiser and makes you more foolish.
- People will act in accordance with their natures. When people act outside your expectations surprise or disappoint you, it is a revelation of their natures. Knowing people's fundamental natures is a great help in working with them over time.
- Sometimes "no" is the right answer to a question or request.
- The best response to people with problems or issues is the question "What do you want to happen?"
- Remember that every rule you bend sets a precedent that can be flung in your face later on.
- The buck doesn't stop with you. Don't take responsibility for concerns over which you have no authority.

Section 4 – Job Description and Training Options

Chair Job Description

See Appendix 1 at end of this document

In-House Education/Training in Place for Chairs

The Learning and Teaching Centre provides training/education for Chairs and Program Leaders:

- Annual Chair and Program Leader Retreat
- Workshops
- Chairs' and Program Leaders' Resource Manual
http://webct3.camosun.bc.ca/LT/chair_edu.php

External Training Opportunities

Chair Academy – a popular PD opportunity for Chairs and Program Leaders

<http://www.chairacademy.com/>

B. Interactions Across the College

Section 1 - Finding People

Sometimes it's hard to find the information you need without finding the person who has it. Using the Internet telephone directory is a start. <http://peoplefinder.camosun.bc.ca/>

Calling the College switchboard (dial 0 internally, or 370-3000 externally) can often be helpful in locating people – even if you don't know their names.

Here are some other repositories of information and names that you might find helpful:

Chairs

You may want to contact Chairs of other departments. A current list of Chairs can be found by going to the Intranet Directory, <http://peoplefinder.camosun.bc.ca/> and selecting a list of Chairs by School. The screen looks like this (see below).

The screenshot shows a web interface with two search sections. The first section, titled "Search for People", contains two text input fields for "First Name" and "Last Name", a "More..." button, and a "Search" button. The second section, titled "Search for Directors/Deans/Chairs", contains a "Department" text input field, a "Division" dropdown menu, and a "Search" button.

[Search](#)

Student Services

Many of your needs and questions will involve the Student Services Division. If you input “student services” into the search engine on the Camosun home page, you will be directed to the specific area you wish to explore (e.g. Registration, Admissions, Advising, Student Records, etc.).

Abbreviations Explained

- An explanation of Abbreviations of various programs can be obtained from the folks in Student Records who know them all by heart.
- Building name abbreviations – <http://camosun.ca/ce/course-status.html#abbr>
- Abbreviations of Decision making bodies and Schools (See Appendix 3)

Section 2 - Bookstore Interactions

Chairs are usually responsible for organizing textbook orders for their departments. Orders must be placed many months in advance in order to ensure students have sufficient numbers of texts on day one. www.camosun.bc.ca/bookstore/

Some tips for making sure students get their texts on time:

- For courses that run more than one section per term, settle on a single “default” text, or list of texts, for instructors to choose from. This is a good way to help ensure good textbook availability (if one section is a few textbooks short, perhaps another section has extras).
- Sticking with the same text for a number of terms allows students to sell used books and recover part of the price. Also, it aids availability because the bookstore will carry unsold texts over from term to term.
- For TBA sections, Chairs can order the “default text” approved by the department without having to wait to hire a term instructor for the course... Although this takes the choice of text out of the hands of the TBA instructor, it means students will have texts on day 1, and the term faculty member may be relieved about being spared the added work of selecting a text under time pressure.

Section 3 - Room Bookings

Call these locals for room bookings:

- 3565 (full-term classroom assignments)
- 3543 (one-off room bookings, meeting room availability)
- Rooms NOT handled by Room Bookings:
 - Learning Commons and Library rooms
 - Paul Boardroom – *Contact President's Office 3410*

- Wilna Thomas Cultural Centre – *Contact First Nations 3299*

Section 4 - Contacting Students/Obtaining Student Records

We have their contact information - When students apply for admission, we request their telephone, email, and home address. This information is available to you from Student Records for any legitimate, College-related communication that you may need to make to the student. Unfortunately, many students move and don't provide changes of address.

Beware mass emailing - If you are contemplating a mass emailing to a very large group of students, be aware that email use is governed by a College email policy. This policy is in place to ensure that we are not deluging students with multiple requests for the same information, or unwanted promotional messages. Mass emailing is discouraged by the policy. Obviously, email to a class about their assignments does not fall under that policy.

Identify yourself - Make sure that your name, College position and affiliation, and your College email address are prominently displayed in the email, perhaps as a signature. This is required by the policy. The policy can be found at

<http://camosun.ca/about/policies/operations/o-1-college-systems-and-resources/o-1.4.pdf>

Any communication with students should be considered a professional exchange.

Section 5 - Getting the Word out to the Community

College Relations is responsible for the marketing of College programs to the Community. They are responsible for the "look" of the College publications and the Website; they help organize recruitment activities such as Open House, and help create and maintain numerous Community relationships that help us to recruit and retain students. <http://camosun.ca/ccr/>

If you have any ideas for recruitment or promotion of the College, contact College Relations.

Section 6 - Camosun Foundation

The Camosun Foundation raises money for College educational activities, student awards, and bursaries to assist students in need. They interact with community donors, both private and corporate.

Departmental Awards are administered by the Camosun Foundation. Additional funding for awards can be gained by using payroll deductions through United Way which are earmarked for specific Awards. <http://www.camosun.bc.ca/foundation/index.html>

Section 7 – Audio-Visual Services

A-V Services are ubiquitous, but as Chair, you may need them for other purposes than in your faculty role. AV can provide photographers for departmental events, give *PowerPoint* lessons to faculty and/or students, and provide an archive of Camosun photos to be used in websites or promotional materials.

Section 8 - Printshop

Printing is a large budget item in most departments. As Chair, you'll need to ensure that faculty have access to the printing resources they need, but that extravagance and waste are avoided.

- One good way to bring down printing costs is to avoid printing class handouts. This can be done through creative use of Course Packs.
- When developing Course Packs, be aware of copyright law and "Access Copyright" (formerly "Cancopy") Guidelines. (January 2011, currently under review)
<http://www.camosun.bc.ca/library/copyright.html>
- For advice about developing Course Packs for sale in the Bookstore, or about printing, contact the Printshops at either campus. www.camosun.bc.ca/printshop/contact.html

Section 9 - Advising

Advising is a resource that you will need to refer students to fairly frequently, and you will interact with them when developing new courses, seeking articulation or transfer for courses, and to discuss such issues as prerequisites.

- Advisors see a greater range of students than you do, understand Student Services practices, and have a broader perspective on the College. Their views and input can prevent you from making many errors. www.camosun.bc.ca/advising/

Section 10 - Camosun College Student Society

The Camosun College Student Society (CCSS) represents and serves all students of Camosun. Elections for representatives are held each spring. Besides advocating on behalf of students, the Society also organizes many activities like clubs, barbecues, the walk-safer program, the student food bank, and other student-related events and services. Student health and dental-insurance benefits are managed by the CCSS. <http://www.camosunstudent.org/>

- Sometimes a CCSS representative will accompany a student to your office as an advocate in a dispute or to request assistance. They are there to help the student negotiate the administrative maze that is Camosun. Don't be surprised if this happens – it's a normal (although infrequent) occurrence.

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The student society is also responsible for the printing of the College newspaper, *The Nexus*.
nexus@nexusnewspaper.com

Reading *The Nexus* on a weekly basis helps keep you in touch with student issues and concerns - it's a good way to stay in touch with the broader student body of the College. If there is something special or noteworthy going on in your department, you should let *The Nexus* know about it so that you can get the word out.

C. Timetabling and Scheduling

DEFINITIONS

Schedule - a list of courses and times for your department or program

Timetable - an individual faculty member's work plan

Section 1 - Timetabling/Scheduling Constraints on Faculty

There is language in Section 7 of the *CCFA Collective Agreement* around workload. Some basic principles related to timetabling are:

- A minimum of 12 hours must elapse between the end of one work day and the beginning of the next. This means if the night class on Monday ends at 9:30 pm, the morning class on Tuesday can't begin at 8:30 am. It has to begin at 9:30 am at the earliest.
- The spread of daily teaching hours should not go beyond 8 hours
- Be aware of the number of commutes between campuses; avoid timetables that require faculty to commute. (Faculty who do commute between campuses on the same day are entitled to reimbursement for travel.)

Naturally, most faculty will want to teach between 10:00 and 2:00, three days a week. This is not going to be possible in most cases, so try to be fair in spreading the less popular teaching times around.

- Try not to stick new faculty into night or weekend teaching situations when there is no one there to mentor and guide them.
- Schedule continuing faculty into sections that are going to be more or less guaranteed to run. This will save you massive shuffling later on. Put term faculty into sections that may not run. That way you don't have to shuffle the schedule for the whole department.

Section 2 - Other Constraints

You can't have a class unless there is a room to hold it in. When you send in your schedule, it goes to Room Bookings where a room is assigned to it from our limited pool of rooms.

- If faculty wish to make a classroom change after the timetable has been published on *Camlink*, s/he or the department chair needs to fill out a "Timetable Change Request Form" indicating the current room assignment and provide a rationale for the request. This form needs to be signed by the Associate/Dean for approval.

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- Sometimes, as term timetables are developed, classroom availability becomes scarce. Chairs need to be aware that last minute changes to desired classroom times and days may depend directly on classroom availability, and the scheduling of specific courses may need to change. Wherever possible, schedule outside of “prime times”—i.e., 10am and after 4:00pm, and on Fridays.
- If you need to book a room on campus for a meeting, email Room Bookings at: roombook@camosun.bc.ca.

Section 3 - Cancelling or Running a New Section

If you must cancel a section, or run a new section at the last minute, there is a laundry list of folks at the College who will need to know:

- The instructor*
- The bookstore
- Room bookings
- Student Records
- The Administrative Officer in your School

It is helpful to make a distribution list of these people and put it into your Outlook “Contacts” list – then you can send one email to all at once.

Other important people to communicate with when adding or canceling a section are the students! Talk to Student Records and/or your Administrative Officer about how best to contact them.

*If you have to hire new term employees to handle this new section, remember that they will need an office, phone, email, photocopy number, and will have to fill out HR forms. Make sure the Administrative Officer in your School knows about this immediately.

D. Dealing with Interpersonal Issues

Section 1 - Dealing With Personality Clashes Within Your Department

One of the biggest headaches for Chairs is handling conflicts between *faculty and students*, *faculty and faculty*, and *faculty and Chairs* themselves. Luckily, there are policies and supports in place to help you deal with them.

Student vs. Faculty

There are rules for dealing with this...sometimes

In cases of grade appeal, check the College policy on the web

<http://camosun.ca/about/policies/education-academic/e-2-student-services-&-support/e-2.4.pdf>
or in the Calendar, at www.camosun.bc.ca/calendar/

If a faculty member is having a problem with a student, don't be afraid to ask the Ombuds's opinion about the conflict. He/she might be able to help you find a way to restore peace and harmony.

<http://camosun.ca/about/ombudsman/>

Individual Assignment Marks

- Camosun has no policy for appeal of anything less than a final course mark.
- When asking for a review of a single assignment, the student is appealing to the good nature and sense of fair play of the Chair and instructor, and is in no position to demand any action, as no policy governs this issue.

Nonetheless, it is in the best interest of the student, the Department, and the College to treat student requests for reviews of individual assignments with respect and fairness. It is a good practice to remind the student that it is the duty of instructors to assess student work – and that there is no requirement that the student agree with the assessment, provided it is done fairly and without prejudice.

You can ask the instructor if he/she will agree to have the paper re-graded by a different instructor. If the instructor agrees, you should advise the student that the mark can go down as well as up – and might stay the same. Be sure to choose an instructor to mark the paper who will be perceived as impartial by the student.

Final Marks

- Review the formal policy at
- <http://camosun.bc.ca/policies/Education-Academic/E-2-Student-Services-&-Support/E-2.4.pdf> – it has very strict time limits for appeals that students should be made aware of.
- Students require a form for an appeal. It can be found at <http://www.camosun.bc.ca/policies/Education-Academic/E-2-Student-Services-&-Support/E-2.4.1.pdf> . It is helpful if one of these forms is generated at the beginning of the appeal process so that decisions made by the instructor and Chair can be tracked by the Dean and/or the Appeal Panel.
- The first step in the appeal is for the student to talk to the instructor.
- Document and date every interaction you have with the student, instructor or anyone else when dealing with final appeals. Document what advice you gave, to whom you referred the student, and any other actions taken.

Personality Clash

Try to get the problem solved at the lowest level on the organizational chart.

Once you have ascertained that the issue is not serious (e.g. sexual harassment), the first question out of your mouth should always be, “Have you made an appointment to speak privately to the instructor about this?” Sometimes students think that they have discussed the issue if they have grabbed the instructor for two minutes between classes. That’s not a full discussion.

Discuss student expectations

If the student reappears in your office, still dissatisfied after a full discussion with the faculty member, it is a good time to discuss how the faculty member is not meeting the student’s expectations – and then discussing what those expectations are based on, and whether those expectations are realistic.

Don’t solve a problem unless someone asks you to.

Listen to the problem and be sure to ask the golden question, “What do you want to happen?” Many times, the answer is, “Nothing, I just wanted to tell someone.”

Bring in impartial help.

If the student and instructor have discussed the issue and are still at an impasse, you can offer to mediate. If both sides agree, you can mediate, or enlist the help of the Ombuds or some other impartial person to assist you in mediating a solution <http://archive.camosun.bc.ca/ombuds/>

Is there a mental health issue?

Sometimes one or the other of the parties involved is going through a rough patch in other areas of life, and this conflict is just a symptom of a bigger mental health issue. Call in help from Counselling to help you if you suspect this is happening.

<http://www.camosun.bc.ca/counselling/>

Faculty vs. Faculty

Faculty clashes can be very destructive of department morale. Clashes between individuals can expand into clashes between factions as each builds support. Sometimes Chairs inherit departments with dysfunctional faculty relationships.

Occasionally, interpersonal conflicts are disguised as differences of opinion about educational philosophy, pedagogical approach, or even teaching qualifications. Wrapped in the flag of “rational” argument, combatants feel justified in taking disagreements to extremes, and these conflicts can become particularly divisive and destructive, sometimes leading to workplace harassment, mobbing, or bullying.

The Canadian Centre for Occupational Health and Safety says that bullying and workplace harassment “can be both obvious and subtle”. So open your eyes to situations in your department where individuals make belittling comments, yell or intimidate, socially isolate others, or spread damaging rumours. These are not acceptable workplace behaviors.

<http://www.ccohs.ca/oshanswers/psychosocial/bullying.html>

Chairs don't have the authority to deal with these issues very effectively, so pass them on to your Dean or Associate Dean. Dealing with faculty conflict is really a responsibility that is above your pay grade - but there are some tips to help keep things from getting worse for you:

- If you think that damaging personal harassment is taking place, inform your Associate Dean.
- As Chair, you must be impartial. Show respect to both sides.
- There may be areas in which factions or individuals agree or share common values. Try to find opportunities to highlight those rather than focus on their areas of friction.
- Chances are good that nobody is going to “win” – and everyone still has to work together.

Faculty vs. Chair

Many Chairs find that when they bring bad news to their departments, their faculty “shoot the messenger” or accuse them of not having argued effectively against the issue with powers outside the department.

- Don't accept responsibility for decisions over which you have no authority. If the Dean makes a decision that your department doesn't agree with, invite the Dean to come and speak to the decision him/herself.

Sometimes, as Chair, you may learn about a change in policy or circumstance that will affect your department, but be asked by your Dean or other Administrator to keep the information confidential for a period of time. Don't leak this information. Revealing confidential information makes everyone mistrust you; breaking a confidence with Administrators just makes faculty think you can't keep a secret.

- Faculty are not actually at war with Administration, and you're not a double agent. Keep the confidences that it is your professional responsibility to keep.

Having information you can't share feels like a betrayal to your department – you know and they don't – but it is your responsibility to keep mum. The decision to release this information is not yours to make. Keeping confidences makes you more trustworthy, not less.

- Unfortunately, if you get too far ahead of the troops, you look like the enemy.

Unless someone asks you how long you have known the confidential information, don't say. Telling everyone that you have known for two weeks that cuts were coming to your department does not win you friends among faculty or staff and is really useless information.

Some Tips on Giving Bad News to Your Department or Individual Instructors

- Get your message across quickly and avoid unnecessary chitchat, as an indirect approach can create tension.
- Make your point and then stop, giving the listener(s) the opportunity to absorb the bombshell and react.
- You probably heard the news earlier and have had time to absorb it. Plan time in your meeting agenda for expressions of shock and outrage to be voiced.
- When delivering bad news, be thorough. Explain the situation that has prompted the announcement and how this is affecting the department and you as Chair.
- Make sure you have your facts straight. It is embarrassing if you get the small things wrong when discussing big issues.
- Agree to discuss any issues raised at a separate meeting if appropriate.
- If the colleague or group gets angry, keep your cool and suspend the conversation until they have regained some composure.
- To show you are hearing what they say, summarize and check back regularly with them on any points they make during the discussion.
- When it is appropriate, meet to plan a response to the news. Framing a response when the group is in shock is not a good strategy.
- Remember, whatever you are announcing is probably not your fault – don't take blame. Be a conduit, not a target.

(Adapted from Bearing Bad News by Sara Silcox

<http://www.i-l-m.com/magazines/edge/article.ilm>

Section 2 – Mentors to Help You

Where to Find Them

- Ask your AD for a reference to a former Chair, or Chair outside your school to act as your mentor
- Alliances program in ESD - <http://disted.camosun.bc.ca/LT/alliances.php>

Ask for Help

- Get support from the *Learning and Teaching Centre* – Chair Education
http://disted.camosun.bc.ca/LT/chair_edu.php
- Delegate duties to department members – e.g. Math scheduling is done by a faculty member, English supply cabinet orders are organized by a faculty member; faculty members can attend Articulation meetings, etc.
- Ask for clerical support from your School office - e.g. - for meeting agendas, setting up filing system, setting meetings and appointments, etc.
- Use *Outlook* calendar to book appointments – workshops are available on using *Outlook* through Educational Support and Development at
http://disted.camosun.bc.ca/LT/chair_edu.php
- Day to day assistance can be accessed via Support@camosun.bc.ca or phoning the Computing Services Help Desk at 3064.

Section 3 - Posting Chair office hours

It is helpful to your students, your faculty, and your sanity to post your teaching and Chair office hours on your door. Having a regular Chair office hour means you might get fewer students dropping in with problems when you are on the run or trying to hold other meetings in your office.

Also, if you are away from the College, even for a day, put a note on the door informing everyone where you can be reached, who is covering for you, and when you expect to return.

Section 4 - Avoiding E-mail

It is very easy to be chained to your computer or Blackberry, and the nature of asynchronous communication means that you can be pushing out information even when no one is out there to receive it. It just seems so efficient.

Email, however breeds more email, more work, and frequently more trouble. Save yourself some time - anytime an email trail goes beyond about six exchanges, it's time for a meeting or a phone call. Anytime folks in your department are discussing a controversial issue by pressing "REPLY ALL", it's time for a meeting.

Use the Phone Wisely

Use the telephone more often. Phone numbers of everyone at the College are available on the intranet at <http://peoplefinder.camosun.bc.ca/>.

- When you talk person to person on the phone, you don't have to wait for a reply, and your comments can't be forwarded all over the campus out of context.
- The telephone allows you to use vocal inflection and make sure you are understood clearly. Email is easily misunderstood because it lacks emotional content. Emoticons are no substitute. ☹
- Voice mail messages CAN be forwarded, so be careful about leaving sensitive information on voice mail.

Meet Person to Person

- Allows you to deal with confidential issues with more assurance of privacy
- Is a good environment for discussions of an emotional or private nature
- Creates and cements working relationships that will enhance your enjoyment of the job and your knowledge of the College
- Gives you time away from your desk and prevents burnout
- Permits you to go for a walk as you talk, getting valuable sanity-preserving exercise while you work - and burning off nervous energy that might otherwise be channeled into inappropriate emotion over the issue

Call Committee or Department Meetings Regularly and as Needed

- Allows you to give and receive information with a large group – saves time
- Allows brainstorming and pooling of knowledge in problem-solving
- Time limited – prevents discussion from going on ad-indefinitum
- Gets everyone on the same page and helps unify the department

Running Meetings That Don't Waste Time

- Book rooms for your department meetings a year in advance and circulate a schedule.
- Try to schedule meetings for a time when as few members as possible are teaching.
- Ask the School office if they will provide secretarial support for your department meeting by having a secretary request and receive agenda items for you, and then compile the agenda for you. This saves you some time and helps make the agenda neat and timely.
- Make sure the agenda is circulated at least a day before the meeting – two or three days is better.
- Value your faculty's time - book no more than 90 minutes for a meeting, and make sure that it begins and ends on time.

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- Stay on agenda and on time - have a roster for a timekeeper/focus keepers such that everyone takes a turn doing those duties.
- Devolve meeting chairing duties to others if you wish. Having faculty take turns chairing the meeting ensures that you have more chance to speak, and allows them to practice their chairing skills. If you choose not to chair departmental meetings, develop a roster of faculty who will chair and let everyone have a turn.
- Ensure that the note-taker makes a record of the main points in the meeting– have a roster for a timekeeper/focus keepers such that everyone takes a turn. Develop a template for meeting notes, making sure to list action items with timelines and names of those responsible. Post notes to your departmental drive.
- The meeting chair should keep order - recognize speakers one at a time – and keep a speakers' list if there are many people waiting to speak. The agenda sets time limits on discussion – if more time is needed, carry the item over to another meeting or ask your department to decide which items can be moved off the agenda to make room.
- Whoever chairs the meeting should moderate and guide discussion by others – the meeting chair shouldn't be the only one talking.
- If an issue is controversial or not fully understood, you can always strike a committee to study it and report back.
- If you ever need to know Robert's Rules of Order, here is a helpful website:
<http://www.robertsrules.org/>

Ask for Help

- **Conflict with Students or Employees, or Fairness issues:**
Ombuds Office - <http://archive.camosun.bc.ca/ombuds/>
UBC Conflict Resolution Site - <http://www.grad.ubc.ca/gradpd/guides/conflict.html>
- **Student Conduct Issues That Need Investigation (highly emotional students/employees, safety issues/emergencies):**
College Safety - 370-3075
- **Mental Health Issues of all Kinds:**
Counselling - <http://www.camosun.bc.ca/counselling/>
- **Support for Classroom Instructional Skills:**
Educational Research and Development (Learning and Teaching Centre) - <http://disted.camosun.bc.ca/LT/index.php>

Section 5 - Dealing with Sensitive Employee Information (See Appendix 2)

Chairs deal frequently with private and confidential information – it's part of the job. Sometimes it's your professional responsibility to keep matters confidential or not to release sensitive information until permitted to do so. Try to suppress the urge to leak information.

People usually want to know everything about their colleagues and their departmental situation – but that's doesn't mean they have a right to know it. It also doesn't mean you always have the right to tell them.

- Generally speaking, don't tell employees anything about other employees' health, future employment plans, financial situation, family life, or any other personal information. People are perfectly capable of telling their colleagues information that they want known.

When you are dealing with “secrets”, make sure that you are not on shaky territory. Ask yourself who the secret is protecting and why. If in doubt, listen to your inner voice – and talk to your Associate Dean or the Ombuds.

Familiarize yourself with FOI-POP legislation

<http://www.camosun.bc.ca/policies/Operations/O-6-Information-Management/O-6.1.pdf>

E. Interactions with Students

Meeting with students is part of your job – but it can expose you to a risk of violence or accusations of inappropriate conduct.

- Generally speaking, leave your door open when talking to students. If you need privacy, move to a space where you can be seen, but not overheard.
- Familiarize yourself with the *Student Code of Conduct*. It will help guide you in determining when a student is out of line, and what you should do about it.

Section 1 - Depressed Students

Counselling can be a great help in understanding how to deal with student problems in general, and are there to provide support for students – and information for the faculty and Chairs who deal with them.

College Safety can assist with distraught students and accompany them to counseling or contact the Mental Health Emergency Response team. If there is a potential for violence, even self-inflicted, College Safety can assist.

<http://www.camosun.bc.ca/counselling/>

Important Tips Regarding Depressed/Suicidal Students

- If a student is despondent or voicing suicidal thoughts, take the student seriously.
- Be supportive, but be honest with them about the limits of your time and expertise.
- Tell the student that you need help with advising them and call Counselling or walk the student over to Counselling.
- If you are unable to take the student yourself, or if Counselling is closed, call College Safety for advice (3075). They can take charge of the student so that you are not left to deal with the situation unaided.
- Do **not** let suicidal students leave alone. Once individuals have voiced a suicidal thought, many will carry through to action, even though they promise that they won't.

Section 2 - Agitated Students

Students who are abnormally agitated may be suffering from mental illness or be under the influence of drugs. Even “normal” individuals who are in the grip of a particularly emotional issue can appear frightening.

- The level of emotion expressed by a student is not a measure of the validity of their complaint or issue.

Chairs' / Program Leaders' Reference - January 2011

- There are cultural differences in the amount of emotion it is acceptable to demonstrate – but no students are allowed to be abusive or disruptive, regardless of cultural background.

College Safety is your first stop for advice (College Safety 3075).

Counselling may play a role too. <http://www.camosun.bc.ca/counselling/>

Tips for Dealing Safely and Effectively with the Agitated Student

- If you feel unsafe, get out of your office and into a public area. Say that you want to go with the student to the Ombuds' or AD's office, or take out a form or other paper and say you must photocopy it. Just get out into the open.
- Talk to your School office and Chairs' group about setting up a code word within your department/School for dealing with unsafe situations. In some departments the code phrase is "purple file" – if you call your School office and say "I have a student here and I need the forms that are in the purple file – can you please send someone over with the purple file?" then they'll know to call Security and send someone to your office.
- Don't touch the student.
- Remain calm, but not passive. If the student is ranting, don't disagree – express sympathy with his/her problems.

Student Appears Unsafe - Chairs, who may be alone in an office with such students, can feel vulnerable and unsafe. If you feel unsafe, open your door, leave the office, or call another colleague into the office. Then call College Safety at the emergency number 3075 and have someone assist you. Just knowing that another person is there and aware can give you the confidence you need to deal effectively with the student.

Student Appears Safe, but Breaks Code of Conduct – Contact College Safety after the meeting or incident. They will follow up with the student under the Student Code of Conduct Policy. They will also involve other resources at the College to improve the behaviour of the student.

You Have a Bad Feeling about the Student - If you feel wary or unsafe, contact College Safety. They may have a long dossier on that student, and may be able to either allay your concerns – or may be able to offer advice in dealing with him/her.

Section 3 - Difficult/Unsafe Meetings

If you are planning to meet with a difficult student (and you are concerned about the potential for violence) contact College Safety in advance. College Safety may be aware of previous issues with the student and there may already be systems in place to assist the student (e.g. Counselling or Disability Services). College Safety will also be able to assist you with strategies, stand by while the meeting occurs, or be present during the meeting if necessary.

Section 4 - Students with Disabilities

Students with various physical, mental, and learning disabilities are a normal part of the Camosun landscape, but the familiarity of Chairs and faculty with the procedures in place for dealing with students with disabilities at the College varies greatly.

The best way to serve students with a disability is to develop a good relationship with the Disability Resource Centre staff and to understand the services they offer, their processes, timelines – and the limitations of what they are able to do. <http://www.camosun.bc.ca/drc/>

Expectations

Faculty should not expect that the DRC will be able to solve every challenge encountered by a student with a disability in the classroom. The responsibility for making education accessible does not rest solely on the DRC, but is also shared by the instructors and administration. Accommodating students with disabilities may cause extra work, or a change in practice – but it is our duty as an institution to provide those accommodations. It's the law.

http://www.bchrt.bc.ca/human_rights_code/default.htm

Accommodation

Practices and procedures recommended to level the playing field for students with a disability are called “accommodations”. A formal document from the Disability Resource Centre is shared with classroom instructors where appropriate, and outlines what resources need to be mobilized and how classroom or testing practices need to be modified in order to give the disabled student a fair chance to learn.

Accommodations are developed after a review of documentation from a medical specialist. Individual needs and preferences, and program demands are discussed with the student as well. Students are not allowed to “self-diagnose” a disability and then dictate how they are to be accommodated.

Confidentiality

DRC personnel keep their communication with students confidential unless the student gives permission to do otherwise. Unless faculty “need to know” the nature or extent of a disability, it is kept confidential. Generally, faculty need to know the accommodation but not the nature of the disability.

Advantage

An accommodation should not advantage the student with a disability relative to other students in the class. Its intent is just to level the playing field so that the effects of the disability on learning or evaluation are minimized.

Time/Limitations

Disability Resource Centre has limited personnel and resources, and they are dealing with a lot of students. If instructors suggest that students visit the DRC to investigate an accommodation, expect that it may take several weeks for the disability to assess and for accommodations to be fully researched and written up.

Students with a disability can be permitted to register early in order to leave time to set up resources to support their accommodation (e.g. Sign language Interpreters, alternative format materials for print disabilities, adaptive software and equipment).

- It is perfectly all right for a student to bring a spouse, parent or friend to meetings with you – but you also have the right to bring others, such as the AD or Ombuds if you feel you'll need support. Spouses/parents/friends do not have the right to dominate the meeting, however. As adults, students should represent themselves. Set ground rules when arranging the meeting.
- If anyone asks you for information about a student or College employee (including parents, husbands, other employers) you should respond:

“Under the Freedom of Information and Protection of Privacy Act, I am forbidden from sharing any information about a student/staff member, or even disclosing whether he/she attends/works at this College, without his/her express written permission. Have a nice day and goodbye.”

Memorize this. It will save you hours of arguing with helicopter parents about their son our daughter's interactions at the College. It also protects students and staff from harassment and stalking.

Section 5 - Student Information

Confidentiality does not mean complete secrecy. See Appendix 2.

- Any information gathered about a student by the College can be used by the College and released to its employees on a “need to know” basis.
- FOI-POP
<http://camosun.ca/about/policies/operations/o-6-information-management/o-6.1.pdf>

Section 6 - Student Conduct Policy

<http://camosun.ca/about/policies/education-academic/e-2-student-services-&-support/e-2.5.pdf>

says that we have the right to expect our students not disturb the learning of others. They are not allowed to be violent, abusive, or disobey a reasonable request made to them by an employee of the College. It makes very interesting reading and is very broad.

- Don't be afraid to call College Safety if you are unsure whether a student's conduct is outside acceptable limits. If the behaviour seems disruptive or creepy to you, it probably is covered by this policy. College Safety will know for sure how to handle it.
- If the behaviour is not covered by this policy, but still is a problem, speak to your Associate Dean, and to the Ombuds to determine what, if anything, you can do about it.
<http://archive.camosun.bc.ca/ombuds/>

Section 7 – Plagiarism and Cheating

Student Conduct Policy E-.5. states:

To enhance the learning environment, the College expects all students to act in an honest and appropriate manner.

- a) The College will not tolerate inappropriate student conduct such as academic dishonesty, or disruptive, threatening or dangerous conduct. (See Section C, Examples of Unacceptable Student Conduct.)
- b) The College will take whatever action is necessary to intervene when inappropriate student conduct occurs and will impose disciplinary consequences that reflect the severity and nature of the inappropriate conduct.

<http://camosun.ca/about/policies/education-academic/e-2-student-services-&-support/e-2.5.pdf>

Plagiarism and cheating are forms of academic dishonesty and the disciplinary consequences will vary according to the severity of the incident. Faculty are encouraged to notify their Dean and Associate Dean if an incident occurs as they can provide the appropriate direction for next steps.

Penalties for plagiarism vary. Factors to consider:

- The severity of the offence – did the student forget to credit a paraphrase, or did he/she copy the whole paper off a website?
- The response of the student to the accusation – did the student insist the work is his/her own (despite overwhelming evidence to the contrary), or make a reasonable admission that he/she did plagiarize but didn't understand the implications?
- The level of knowledge the student is expected to have about plagiarism and how to avoid it – is the student an entry-level Access student, a second year History student or an international student with a language barrier? How much instruction about avoiding plagiarism is it reasonable to assume this student has had?

Instructors should be counseled to keep exemplary paper trails of every communication with a student about academic dishonesty.

Students who are being disciplined for plagiarism must be informed of it in writing.

Generally, less severe penalties are determined by the instructor. Common penalties include:

- A re-write of the plagiarized portion of the assignment
- A re-write of the entire assignment
- Writing a special assignment to replace the plagiarized assignment
- A zero on the assignment
- A fail for the course (requires consultation with the Dean)

Chairs' / Program Leaders' Reference - January 2011

Instances of cheating in exams must be dealt with as soon as it occurs. Instructors are encouraged to create a safe test environment by using a variety of methods (i.e. no cellular or listening devices, spaced seating, random test versions, having a co-invigilator). As well, instructors should encourage their class to create an atmosphere of academic integrity. Check with your school / department about specific procedures and policies on mitigating cheating on exams.

More severe cheating and repeated plagiarism penalties that are administered at the Dean/Director/ College Safety level include written reprimands, removal from a program, refusal to re-enroll, and suspension from the College. Chairs may give information about these, but don't have responsibility for them.

- You can call on College Safety to help you investigate whether this is really a case of cheating or plagiarism. Investigation is part of their job training, not yours. They are very helpful, and their presence provides you with support.
- You do not have to find the source of the plagiarized material if there is proof that the work is vastly better than other work handed in previously by the same student.
- One way to test whether the assignment is plagiarized is to ask the student to write a summary of it without looking at it. The content, organization and language should be comparable.
- Papers which are heavily edited by another person are not a reflection of the student's abilities and count as plagiarized papers.

Section 8 - Grading

Grading Policy

<http://faculty.camosun.ca/martinbuck/2010/09/01/college-grading-policy/>

This policy speaks for itself in most cases.

The "I" grade

This grade is often misused. Spread the word to your faculty about how to use it properly.

- Don't give an "I" grade to students who would otherwise pass without handing in missing assignments. Give the passing mark earned to date, and then use a Grade Change form to improve the mark if students hand in assignments later.
- Don't give an "I" to students who were present at the beginning of term but who have stopped coming to class. In most cases, these students should earn an "F".
- Be sure to enter an expiry date when entering the "I" Grade in *Camlink*. If you don't, the grade will convert to an "F" immediately. *Camlink* should prompt you to enter an expiry date when you enter an "I" grade.
- To give an "I" grade, the answer should be YES to all of these questions:

Chairs' / Program Leaders' Reference - January 2011

Has the student has undergone some serious tragedy of health or circumstance (e.g. hospitalization for serious illness, death of spouse, miscarriage) that interferes with his/her ability to finish the course on time?

- Is it reasonable to assume that the student can complete the amount of work left undone in 6 weeks or less given the nature and extent of the tragedy noted above?
- Will the instructor be around during the 6-week period to oversee completion of that work and to grade it when it is completed?
- Is the instructor able to contact the student to fill out the Incomplete Grade Form which must be signed by both student and instructor available at:

<http://camosun.ca/about/policies/education-academic/e-1-programming-&-instruction/e-1.5.1.pdf>

Section 9 - Housekeeping

Permission to Register

The Chair portion of this form is filled out only when the student doesn't meet the prerequisites. Otherwise, the instructor does it.

- Be careful when waiving prerequisites for program students. Students who are in programs may need to have completed the prerequisites for your course in order to graduate from their programs. (Example: Your permission to waive the prerequisite and allow the student to enter *Lifeskills 200* without first taking *Lifeskills 100* does not mean that the student will get program credit for *Lifeskills 200*). Your kindness may inadvertently prevent a student from graduating on time. Check with the program leader before granting waiver of prerequisite to program students.

<http://www.camosun.bc.ca/current/documents/permission-to-register.pdf>

Add or Drop Courses after Fee Deadline

See below for definitions of "fee deadline" and "course withdrawal deadline (drop date)". Don't use this form for medical/compassionate withdrawals.

<http://www.camosun.bc.ca/current/documents/changes-after-fee-deadline.pdf>

Definitions

FEE DEADLINE

The Fee Deadline is the date course fees are due and is the last day fees are refundable. This date is usually 14 days after the semester/quarter begins or 7 days after the term begins. Official Fee Deadline dates are published in the Camosun College Calendar

www.camosun.bc.ca/calendar/

COURSE WITHDRAWAL DEADLINE (DROP DATE)

The Course Withdrawal Deadline is the last day students may withdraw from courses to avoid a possible academic penalty. Course Withdrawal Deadlines are set at 66% of course length regardless of the start and end dates (with the exception of self-paced courses—see Limits). Students may obtain official Course Withdrawal Deadline dates from the following sources:

Chairs' / Program Leaders' Reference - January 2011

- For semester, term, and quarter courses with regular start and end dates, students must consult the Camosun College Calendar.
www.camosun.bc.ca/calendar/
- For courses with irregular start and end dates, students must contact Student Services.
- Withdrawal is not permitted for prior learning assessment (PLA) courses of one week's duration or less.
- Students enrolled in self-paced programs must consult Student Services for withdrawal deadlines.

Summary of Academic and Financial Penalties

Before Fee Deadline	After Fee Deadline & Before Course Withdrawal Deadline		After Course Withdrawal Deadline
Academic Penalty	No penalty	No penalty	Possible penalty (An "F" grade is placed on the student's record if the student fails to successfully complete the course.)
Financial Penalty	Tuition and ancillary fees are refundable (Registration deposit is nonrefundable)	All fees are nonrefundable	All fees are nonrefundable

Medical/Compassionate Withdrawals

Students who have a serious, valid, documented medical or compassionate issue that affected their work or attendance during the term may avoid failing marks by applying to the Associate Dean for a Medical/Compassionate Withdrawal. Students can also apply for a return of fees – but the granting of withdrawal is approved by the Associate Dean, whereas the granting of a refund is a Student Services matter. Withdrawal and refund are separate issues.

Medical/Compassionate Withdrawal is only needed after the official drop date. Before the drop date the student can drop the course for any reason.

Medical/Compassionate Withdrawal forms are available at the Student Services office. Applying for withdrawal does not mean it will be granted.

<http://camosun.ca/documents/medical-compassionate-withdrawl.pdf>

Transfer-Credit Requests From Advising

What are these and why are they important?

When students transfer in from out of province, they bring with them courses that may not be a perfect match for courses or prerequisites we recognize at the College.

Occasionally, you will receive requests from Student Advising to review a student's transcript and be asked to make a judgment as to whether or not a course or courses from another college or university are equivalent to one or another course at Camosun. Accompanying this request will be a greater or lesser amount of supporting documentation.

- You have a right to request more information, such as a course outline, if needed. If you cannot establish that the course is equivalent to the course for which transfer credit is requested, you have the right to deny any credit for the course.
- You do not have to make this decision in isolation. Conferring with an Advisor will give you perspective into the student's request, and will greatly assist you in coming to a decision about the equivalency of the course. www.camosun.bc.ca/advising/

F. Research Issues

Section 1 - Research Policy

This policy defines research and outlines the College's stance toward research. The College does not do research on animals, but we do conduct research on humans, and there are strict rules governing how that can be done. There is a Research Ethics Board (REB) that makes decisions regarding research on humans.

<http://camosun.ca/about/research/ethics-approval.html>

Section 2 - Research Ethics Board – Chair's and Faculty's Role

- Faculty must inform the chair of any activities they are conducting that may fall under this policy. Activities used by classroom instructors, such as class surveys, are covered by this policy.
- Chairs have a role in giving permission for instructors to assign tasks or assignments to students that involve humans but which are deemed to constitute "minimal risk" to the subjects. <http://camosun.ca/about/research/ethics-approval.html>
- Make sure that your faculty know this rule, and inform you of any work involving human subjects, no matter how innocuous it may seem.

Here is relevant bit of the policy:

E-3.2 B3. Department Level Review of Student Research and Projects That Involve Human Subjects

The REB will delegate to each Department Chair authority for reviewing student research and student projects within the Department that involve human subjects and that are conducted under faculty supervision as part of Camosun course requirements.

Consulting with the Chair (or Designate) of the REB whenever questions about quality and ethical principles and standards arise, the Department Chair will approve those projects that do not exceed minimal risk and will submit for REB Review those that may possibly exceed the minimal risk threshold.

It is the responsibility of faculty to identify to the Department Chair all student research and projects involving human subjects.

G. Rules You Probably Never Thought About Before

Section 1 – Laws, Agreements, Policies and What Comes First

The Pecking Order

As a general guideline, there is a pecking order in the way rules are applied:

1. Legislation/Laws (e.g., Human Rights Legislation, Labour Laws, Freedom of Information/Privacy Laws, etc.)
2. Collective Agreements
3. College Policies
4. School Procedures/Rules/Guidelines
5. Departmental Procedures/Rules/Guidelines
6. What the Chair or Department Members think should happen

Human Rights Legislation

The 2010 version of the Human Rights Code can be seen at

http://www.bclaws.ca/EPLibraries/bclaws_new/document/ID/freeside/00_96210_01

- Human Rights Legislation is extremely powerful protection for students' rights. It also ensures that fair practices are extended to everyone, regardless of sex, race, country of origin, ethnicity, or religion. It also protects the rights of individuals with disabilities – including those with learning disabilities.
- Regarding disabilities, the College has a duty to accommodate the disabled student “to the point of hardship” – so if a student accommodation is expensive or inconvenient, it is still likely the student's right to have it. Students are not allowed to determine what accommodation is appropriate for them, however. This must be done by the Disability Resource Centre <http://www.camosun.bc.ca/drc/>
- Good contacts for any cases involving disability rights is the Disability Resource Centre <http://www.camosun.bc.ca/drc/> and/or the Ombuds <http://archive.camosun.bc.ca/ombuds/>
- Regarding any issues that come across your desk in which the rights of minorities of any kind are at issue, contact the Ombuds and/or your Associate Dean for advice right away. Human Rights legislation is not to be interpreted by amateurs. <http://archive.camosun.bc.ca/ombuds/>

The College and Institute Act (governance)

This legislation defines and limits how the College operates

http://www.bclaws.ca/EPLibraries/bclaws_new/document/ID/freeside/00_96052_01

Freedom of Information and Protection of Privacy (FOIPOP)

See "Section E" for instructional record retention.

<http://camosun.ca/about/policies/operations/o-6-information-management/o-6.1.pdf>

- Note that final exams are the property of the college and can be made available for students to view, but you are under no obligation to return them to students.
- If anyone (including parents, husbands, employers) asks you for information about a student or College employee you should respond,

"Under the Freedom of Information and Protection of Privacy Act, I am forbidden from sharing any information about a student/staff member, or even disclosing whether he/she attends/works at this College, without his/her express written permission. Have a nice day and goodbye."

Memorize this. It will save you hours of arguing with helicopter parents about their son our daughter's interactions at the College. It also protects students and staff from harassment and stalking.

Section 2 - Confidentiality, Privacy and other Definitions

"Guidelines for Information: What's Private, Confidential, Entre Nous, Public and Secret?"
(See Appendix 2)

Section 3 - Collective agreements

- CCFA Collective Agreement - <http://www.camosunfaculty.ca/>
- CUPE Collective Agreement - <http://affiliates.camosun.bc.ca/cupe/>
- BCGEU Collective Agreement - <http://www.bcgeu.ca/>

Section 4 - College Policies

There is a policy for almost everything at the College. <http://camosun.ca/about/policies/>

Don't frustrate yourself by reinventing the wheel or trying to work outside your terms of reference.

When your department wants to pass a motion to set up some kind of rule, guideline, or procedure, check college policies first. Your department edict won't trump College policy.

Student Conduct Policies

These rules can be found in the Calendar. It's a good idea to print these out and have them on your desk so that you can discuss them with students or faculty easily – and you can highlight the important bits. <http://camosun.ca/learn/calendar/current/pdf/academic.pdf>

Chairs' / Program Leaders' Reference - January 2011

Students are responsible for knowing these rules even if they have never read them. The fact is, many faculty haven't read them either. Make sure you do, because it will save you a lot of grief.

These rules are broken into two basic sections:

- Academic Dishonesty (cheating, plagiarism, etc.)
- Inappropriate Student Conduct (creating disturbances, refusing to leave when asked to do so, etc.)

See section titled "Interactions with Students" for more information about grade appeal and plagiarism.

Expectations of Student Behaviour

Students have more human rights than any other group, but they also have some responsibilities.

They may still consider themselves to be "juveniles" – and believe that their misconduct is going to be forgiven. However, most of our students are adults, and if they exhibit disruptive or dishonest conduct, it should be dealt with seriously.

Although some adult students may still think like teenagers, they are bound by policies that demand they be honest and not cause problems for other students.

They have to grow up sometime and take responsibility for following rules of institutions they have voluntarily joined. This is not prison or the army – they can always leave – and come back when they are prepared to behave.

As Chair, you can call upon College Safety (3075 or <http://camosun.ca/about/campus-emergency.html>) to help you enforce rules and to counsel students who have issues with the expectations the College has for their behaviour.

Grade Appeals Policy

Grade Appeals are a major reason that students want to see Chairs. They will sometimes want to use the power of the Chair as a stick to beat instructors into submission.

Your first job is to let them know you have virtually no power, and that despite what students may want to believe, the scope of the appeals policy is very limited:

<http://camosun.ca/documents/about/ombudsman/appeal-process.pdf>

Students may only appeal FINAL grades. Marks on one exam or essay may not be formally appealed. The student has to work any disagreements with the instructor first before the Chair becomes involved.

The grounds for appeal of final grades are limited to 3 reasons:

1. The course outline has not been followed by the instructor
2. The evaluation criteria have not been applied according to the College Grading Policy
3. The evaluation criteria have not been applied in a reasonable, fair and just manner

Simply feeling that one's genius is not appreciated by the instructor is not grounds for a final grade appeal.

Chairs' / Program Leaders' Reference - January 2011

See section titled "Interactions with Students" for more information about grade appeal and plagiarism.

Timing and Paperwork for Final Grade Appeals

The final grade appeal process has strict time limits for students and the College. Also, there is formal paperwork that goes along with formal appeals that help document when each step took place. This paperwork may vary somewhat from school to school, so check with your Dean when there is a formal grade appeal.

Section A of the policy describes the time limits within which a grade appeal must be done. There are time limits on both students and the College.

<http://camosun.ca/documents/about/ombudsman/appeal-process.pdf>

Record Retention Policy

Chairs are responsible for storing or seeing that faculty store for one year any attendance records, exams or assignments that are not returned to the student. Additionally, you are responsible for making sure that departing faculty (e.g. retiring or term faculty) leave their student records and assignments with you in case there is a need to consult them.

The College's record retention policy is in keeping with FOI-POP legislation. Section "G" of the College information management policy deals with student records:

<http://camosun.ca/about/policies/operations/o-6-information-management/o-6.1.pdf>

If you don't have room in your office for all the stuff you have to keep, tell the AO of your School. Space for storage must be provided. It's policy and law.

Marked Papers – A Caution

A common practice at the College is the leaving of assignments, papers and exams in boxes in the hallways for students to pick up. This is not only illegal, but it permits thievery of papers and fuels plagiarism. You should inform your department of this, and discourage the practice.

There are other options for instructors wishing to give marked papers back to students, such as collecting a large, stamped, self-addressed envelope from the students who want their papers, arranging an office hour to give back papers, arranging for lab assistants or learning assistants to return marked papers, etc. Leaving them in the hall is unprofessional and illegal.

Section 5 - College Organizational Chart

If you're not sure who reports to whom, check the organizational chart:

<http://camosun.bc.ca/about/organization.pdf>

H. Hiring and Conversion – Faculty and Staff

Section 1 - Hiring

Hiring decisions you make potentially have multi-million dollar consequences for the College. As Chair, you will be providing leadership to your department in the hiring of substitute instructors, new term and permanent employees, and in requesting contracts for term employees who have worked at the college before.

Luckily for you, Camosun has a Human Resources Department that can provide a lot of support to you in dealing with employment issues – if you bother to ask them.

- There are complexities involving various HR processes with which you may not be familiar. These include posting positions in a fair and timely way, creating fair and disinterested hiring panels, conducting consistent and adequate hiring interviews, reference and credential checking, and taking the career arc of the employee into account when issuing a contract.
- Your Associate Dean can be very helpful in spotting and avoiding potential pitfalls in hiring. Do not delay consulting with your AD whenever you need to fill a position in your department.
- When interviewing, do not limit your interview to face-to-face questioning. It is a good practice to include tasks such as teaching a sample lesson, marking a sample paper, or conducting other activities that the employee will be expected to do. Also, don't forget that collegiality is a quality that will pay huge dividends. People can learn new tasks; they seldom change their personalities.
- CUPE has very strict rules about the conduct of hiring. CCFA is less restrictive, but best practices should still be followed. Talk to HR about good hiring practices. It will save you grief.

Links to HR and Collective Agreements

Human Resources

<http://camosun.ca/about/careers/index.html>

CCFA Collective Agreement

<http://camosun.ca/documents/about/hr/ccfa-local-ca-2007-2010.pdf>

CUPE Collective Agreement

<http://www.psea.bc.ca/docs/Camosun-CUPE%20July%201,%202006%20to%20June%2030,%202010.pdf>

BCGEU Collective Agreement

<http://www.psea.bc.ca/docs/Camosun-CUPE%20July%201,%202006%20to%20June%2030,%202010.pdf>

Section 2 - Administrative Flow Chart of Faculty Hiring: A 12-step Process

1. Contemplating a Hire

- Anticipate vacancy or need for a hiring. Consider up-coming parental or other leaves, retirements, etc.
- Discuss with AD/Dean to ensure adequate budget to hire new or replacement faculty.
- Determine qualifications necessary to fill the position adequately. Your department's hiring committee may already have a list of qualifications.
- Make sure qualifications requested in the posting are broad enough to reflect the instructional tasks the employee may do in your department. Hiring faculty with extremely specific qualifications that permit them to teach only one or two courses that are offered in only one term of the year can limit their flexibility and prevent them from ever achieving continuing contracts at the College.
- Consider skills other than academic qualifications that may be important to your department's future plans; in addition to proven teaching excellence, think about potential hires' curriculum development skills, marketing savvy, links to industry, etc.
- Consider that the skills/qualifications you would want in a term or permanent hire are different than those you would accept in someone to take over as a substitute for a short period of time. Some departments have separate hiring processes for substitutes and retain a substitute list of well-qualified retired instructors or those with family responsibilities who are not seeking regular term or continuing employment, but who are willing to consider a short substitute stint.

2. Getting the Process Going

- Confer with HR about the posting and advertising the position.
- Fill out a posting requisition form. In some schools, this is done by the Office Administrator or Assistant to the Dean.

3. Preparing for Interviews - Hiring Committee

- Ask your hiring panel members to block off time to review CVs and conduct hiring panels. Remember - doing more than 4 interviews in a day will make you numb. Plan accordingly.
- Block off time on your calendar to attend hiring panels and to do reference checks, inform candidates of the outcomes of the interviews, and assist the new employee with HR forms and do basic orientation.
- Meet with your hiring committee to set up a list of qualifications and skills needed to "short list" applicants. Don't forget to look beyond the academic qualifications when drawing up this list.
- Request clerical assistance from your School AO in setting up interview rooms and booking appointments with shortlisted candidates. If the candidates are to teach a lesson or do other

activities requiring preparation, make sure the clerical staff inform them of this when they are contacted.

- If applicants or potential applicants request an informational interview prior to the job interview, be careful not to make any promises or comment on their chances of success in the job interview. If you give an informational interview to one potential candidate, be prepared to give one to all of them in the interest of fairness.

CAUTION If you are contacted by potential applicants, you can explain the position and direct them to the application process on the HR website. Make sure that they understand that the application and CVs go to HR, not to you.

4. Short Listing

- Arrange for CVs to be collected from HR. Leave plenty of time between retrieving them and the date of the interviews to allow your entire panel to review the CVs and make a short list.
- Panel should review CVs and create a short list. Members can review the CVs privately and then compare their shortlists at a meeting – or they can go over all CVs at once as a group.
- Rank the short list, and decide how many you have the time to interview. It is always a good idea to interview as many as is practical. Always try to interview at least 2 or 3 candidates for every position.

5. Interview Planning

- If candidates are to be interviewed by phone, request the speaker phone from Audio Visual Services and book a room with a telephone line. You may also want to consider a video-conference or Skype interview; in either case, ask AV for assistance.
- If you do a telephone or other remote interview, have clerical support staff inform the candidate of the time he/she is to expect your call. Make sure that you have the correct phone number, and that you take time zones into account.
- It is helpful to have a list of competencies/qualities you expect faculty to have, and to engineer your interview process to reveal those.
- Meet with your committee to decide on a list of questions or tasks that will reveal the most important competencies and skills needed for the job.
- Ask HR for assistance in setting up a scoring system and devising questions.
- Make sufficient copies of the interview questions, scoring sheets, etc. to bring to the interview.
- Delegate a panel member or clerical support person to bring water for the interviewees, and to make sure sufficient AV equipment, chalk, etc. are present in the interview room.

6. Conducting Interviews

- Remember that this is all highly confidential, and can't be discussed outside of your hiring panel. What happens in hiring panel stays in hiring panel. Forever.

Chairs' / Program Leaders' Reference - January 2011

- Make sure every candidate gets the same questions and tasks.
- When you make your selections, rank the candidates in order of your preference, remembering your #1 may turn down the job.
- Make note of candidates that you would not hire in any circumstances – and then don't hire them - even if none of the successful candidates wants the job. Re-post and start again or review CV's of qualified candidates that you may have originally overlooked.
- Chair should collect any panel members' notes, candidates' CVs, etc. These materials should be returned to HR after the interviews are over and you have made your hire.

7. Reference Checking

- The Dean may wish to make reference calls him/herself.
- If you are given this task, call at least two references for each successful candidate.
- If they are difficult to reach, you may email them to ask them to contact you – and give times when you can be reached by phone.
- It is more useful to speak to direct supervisors rather than colleagues.
- This is your chance to delve. Read between the lines – good references are enthusiastic. Faint praise is worse than none.
- If you are not satisfied by the references listed, ask the candidate for others. It's best to be sure you're hiring the right person.

8. Informing the Dean

- Remember that the panel only makes hiring recommendations to the Dean. The Dean makes the hiring decision, and may want to call the successful candidate him/herself to make the offer of employment. If so, wait until you have received a confirmation that the Dean has offered the job and the candidate has accepted before contacting the subsequent candidates unless you are darn sure you don't want to hire them.

9. Calling the Interviewed Candidates

(N.B. this is best done by phone rather than email)

- If the Dean delegates the calling of successful applicants to you, make sure to tell successful candidates they have won *your recommendation to the Dean* – **not the job**. The Dean's acceptance will come in the form of a signed contract.
- Chair should then call the candidates who were interviewed to inform them of their success (or non-success) in order, starting with the highest ranked candidate first. That way you don't run the risk of telling number 3 that he/she was not a successful candidate – only to find that numbers 1 and 2 have decided they don't want to work here.
- If unsuccessful candidates want to know what they did wrong, it is most politic to say "There was a very strong field of candidates and it was a very tough decision. Other than that, I can't

really talk about what happens in the hiring committee.” If the candidate persists, ask your AD for advice.

10. Putting the Contract into Motion

- Fill out a “request for contract” form for the new hire and send to your School AO
- If the Dean or AD approves the hire, the AO will ensure that the request for contract is accompanied by a current CV, a step placement form, and other supporting documentation.

11. Meeting to Deal with Paperwork and Orientation

- Make an appointment with the successful candidate to sit down with you and complete a Step Placement Form and discuss other paperwork.
- See Appendix 4 for tips on how to fill out the Step Placement form.
- Many Schools also demand that a transcript or professional documentation be sent from the appropriate institution to support the request for contract. If so, make sure that your candidate knows whether the transcript/documentation must be sent directly from the institution to the Dean or HR.
- Arrange a convenient time to orient your new hire to your department and to your campus, and ensure that he/she has a mentor in your department to answer questions and is familiar with evaluation processes in your School.

12. Next Steps

- HR will issue a contract and give the new hire an employee number. The employee number is needed to set up access to computing, telephone, etc.
- The School will ensure that the new hire is issued an office, mailbox, telephone, computer access, photocopy access, etc.
- If the employee does not have all of the above within a week of sending in the request for contract, check with your School to see that everything is in order and on track.

Section 3 - Short Notice Hiring: The Danger of the Expedient Hire

Beware of “Warm Body” Hiring

Often, Chairs are faced with the necessity to fill a faculty position very suddenly, as when illness or injury cause an absence – or when unexpected demand enables the opening of an additional section on short notice. There is great temptation to do a “warm body” hiring – to fill the position with whomever is close to hand and approximates the qualifications required.

This is a bad practice in the long run, however, as hiring a faculty member who lacks full qualifications to teach the course in question creates a precedent in hiring that can then be referred to when finding work for laid off employees from other departments, or helping an under-qualified term faculty member establish Right of First Refusal for that work.

Chairs' / Program Leaders' Reference - January 2011

It might be better to fill the position with existing term or continuing faculty until a proper posting can be done. You can use timesheets for up to a month, giving time to find a qualified applicant.

Don't panic – try to stay calm and look for the longer term solution.

Keep a Substitute List

It is a best practice to have an active substitute list of qualified applicants to fill these positions when they arise.

Some people do not want full-time or long-term work because they are raising families, looking after elders, or engaged in other professional activities that are not compatible with steady work. Sometimes retired faculty members are eligible to return as subs. It is a good idea to post a hiring for substitutes every year or so to make sure that you have a list of qualified subs on hand at short notice.

Short-term faculty paid on timesheets (not contracts) who have clearly been hired as substitutes should have no expectation that they are on a path to continuing employment at the College on the basis of substitute work.

Section 4 - Orienting New Faculty

Learning and Teaching has set up a website of information for new faculty. Make sure that you make them aware of it. http://disted.camosun.bc.ca/LT/new_faculty.php

There is also a Camosun Employee Manual that might be helpful. It is available from Human Resources, or on a link from the Human Resources Homepage at <http://camosun.ca/about/careers/employment.html>

It is easy to forget how disorienting Camosun is to new employees. Either take the new faculty person around yourself, or ask someone to mentor him/her.

Be sure to introduce new faculty members to the administrative staff in your school and to any faculty members who might be a support for them. Take them to the library, labs, mailroom, bookstore, Printshop, photocopy machines, and anywhere else they will be working. Don't forget to show them where to get coffee and food!

Section 5 - CCFA Term Faculty Evaluation and Performance Planning

- Chairs are involved to some degree in CCFA Term Faculty Evaluation in that they are responsible in most Schools for advising the Associate Dean about term instructor performance. This is a ticklish situation, as Chairs are also faculty members, and it can seem un-collegial to pass judgment on fellow faculty. That said, it is in the best interests of the department and the students to provide your AD with timely and accurate assessments of term instructor performance when requested to do so.

Appraisals of term faculty's collegiality, involvement in the intellectual life of the department, availability to students, and other aspects of his/her professional conduct will be of interest to your AD, and can help form a well-rounded picture of new faculty's prospects for repeat employment.

Chairs' / Program Leaders' Reference - January 2011

- Rather than thinking of CCFA term faculty evaluation as a means of detecting and ejecting faulty term faculty, evaluation can be used in a very positive manner. Chairs can be involved in performance planning for term faculty in ways that recognize their strengths and point them in the direction of help for their areas of concern. Discuss this with your AD to make sure you are clear about your role.
- In the past, we did not have much support for CCFA faculty who wanted to improve their teaching. Now we do. Educational Support and Development sponsors mentorship programs (Alliances), Instructional Skills Workshops, the Educator Development Program, and a host of other means of enhancing classroom performance. It is a good idea to apprise all new faculty of these valuable resources. <http://erd.disted.camosun.bc.ca/docs/DE/mandate.pdf>

Section 6 - CCFA Right of First Refusal

Comments based on CCFA Collective Agreement in force in November, 2006 check for accuracy in light of new agreement

- Right of First Refusal pattern – Rules governing Right of First Refusal can be found in Clause 2.01 of the CCFA Collective Agreement. Eligibility is based on the following work patterns and upon successful evaluation. The failure to conduct evaluations of the faculty can't be a barrier to their application for Right of First Refusal.
<http://camosun.ca/documents/about/hr/ccfa-local-ca-2007-2010.pdf>
- This right is not automatic, so faculty must track their work history and apply for Right of First Refusal in writing at the School Office.
- Because this Clause has room for interpretation, it is a good idea to check with HR to confirm the work pattern, your AD to confirm evaluation status, and the Union to determine whether an employee actually meets the tests for eligibility for this right. There is room for interpretation in the Collective Agreement; there may be room for discussion and disagreement around the management of this clause. That discussion is not indicative of bad will on either side, and the decision about who is eligible is not the Chair's to make.

The Work Pattern examples are just a visual aid to help new Chairs understand how this Clause might be applied. The applications of this Clause are not limited to the examples below.

WORK PATTERN A - 2 Semesters or 3 quarters for the equivalent of 2 Academic years. (Clause 2.01)

■ = faculty teaches the course(s) for which Right of First Refusal is being sought.

SEMESTER EXAMPLE:

Academic Year 1 →			Academic Year 2 →		
Fall ■	Winter ■	Both Spring and Summer	Winter ■	Fall	Both Spring and Summer ■

QUARTER EXAMPLE:

Academic Year 1 →				Academic Year 2 →			
Q1 ■	Q2 ■	Q3 ■	Q4	Q1	Q2 ■	Q3 ■	Q4 ■

WORK PATTERN B – In the case of assignments that occur annually for one semester or quarter only (e.g. a course for a program that is only given once per year, or a special course only offered once per year), when the faculty member has been employed on that assignment 3 consecutive times.

Academic Year 1 →				Academic Year 2 →				Academic Year 3 →			
Q1 ■	Q2	Q3	Q4	Q1 ■	Q2	Q3	Q4	Q1 ■	Q2	Q3	Q4

Section 7 - CCFA Regularization via Conversion to Continuing

(Comments based on *CCFA Collective Agreement* in force in November, 2006)

- You may have been regularized and think you understand the process, but don't assume that your experience is a good guide to how regularization works for everyone. Conditions governing when regularization can take place are extremely individual. Making generalized comments about it to term faculty can raise false expectations.
- Regularization is dealt with in Clause 1.04 (d) of the *CCFA Collective Agreement*.

<http://camosun.ca/documents/about/hr/ccfa-local-ca-2007-2010.pdf>

Chairs' / Program Leaders' Reference - January 2011

- This entire area is fraught with pitfalls and complexity, and the stakes are high. Consult with HR, your AD, and the Union frequently, and keep term faculty in the loop and apprised of their situation as honestly as confidentiality allows.
- The time between achieving the work pattern needed for eligibility for regularization and actually achieving that regularization is the most stressful time in most faculty members' work lives. Honest and timely information about the process is help that the Chair can provide.
- Be aware that factors that were pertinent when you were regularized may not be pertinent today. Don't base your advice to term faculty on your personal experience.

Elements CCFA Faculty Can Monitor

There are elements in eligibility for Regularization that can be tracked and monitored easily by the employee. Faculty can easily track their employment history, and take note of whether or not they have been successfully evaluated. They can also ensure that they make written application for Regularization to the School in a timely way.

Elements CCFA Faculty Can't Monitor

There are other important factors in Regularization that fall outside of the Faculty member's ability to track or monitor. The availability of work is principal among these. The future availability of work as defined in Clause 1.04 (d) v) can delay the regularization of even the most exemplary term faculty.

Besides availability of work, other factors can cause delays in or ineligibility for regularization. For example:

- 1) The faculty member must have been appointed to a term position via the normal school selection processes. For example, faculty hired as substitutes without ever being put through a formal interview process might be deemed ineligible.
- 2) If the faculty member has worked in more than one department in the accrual of eligibility, there might be disagreement over whether or not the work was sufficiently similar to allow him/her to be eligible for regularization.

Chair's Role in Managing CCFA Faculty Expectations about Regularization

Term CCFA faculty build expectations about regularization as they build longer work histories at the College. Failure to speak candidly, early, and often with term faculty about the pattern of work required to meet eligibility requirements, and the ultimate availability of work in the department is a major source of disenchantment, suspicion and dashed hopes.

- It is a good practice for Chairs to let high-performing term faculty know that their work is valued by the Department - even though the constellation of factors required for regularization may not materialize as quickly as the term faculty may wish.

Factors Affecting Work Availability

Often, there are multiple variables at work in the creation of work availability. Who will return from sick leave? Who will suddenly retire early? What part-time continuing faculty member will suddenly

decide to increase his/her percentage of work? Will there be an increase or a drop in enrollment? Will a program outside the School include your Department's courses in its program? Is there financial pressure from a strategic initiative at the School or College level that will cause a reduction in your budget? All of these variables and more have an impact on work availability in your department.

- Sharing this information (or lack of information) with term faculty nearing eligibility for regularization is a good way to help them manage their expectations and not feel persecuted should there be delays in their regularization.

Regularization – What Is It?

Regularization is a means of granting continuing contracts to proven term faculty with an established work history at the College when it is anticipated that there will be sufficient work available in future.

Term contracts are granted for work that is expected to be temporary in nature: to replace faculty on leave and for a number of other reasons listed in Clause 1.02 (a) of the Collective Agreement. Work that was initially temporary may become more permanent due to retirements, changes in enrollment, etc. When it becomes clear that there is a work pattern in the department that would support a regular faculty workload of at least 50%, and there is a term faculty eligible for regularization, the stars are in alignment.

Who Can Apply?

When term faculty have worked established work histories at the college that make them eligible to apply for Regularization, have been successfully evaluated, and meet the requirements in Clause 1.04 (d), they can apply for Regularization to Continuing status.

How Is It Different from Right of First Refusal?

Right of First Refusal makes term faculty members eligible for term work in the department when it exists – but does nothing to protect them when no term work is available. Regularization, on the other hand, envisages a future where a regular pattern of work exists sufficient to support a continuing faculty member. Once it is determined that a stable future work pattern exists, regularized faculty have priority access to the work available, are protected via layoff provisions when work is not available, and are given Scheduled Development time to ensure their ongoing education and development.

Why the Fuss about Regularization?

Because the College takes on the added costs and responsibilities of providing priority access to available work, protection via layoff provisions, and the granting of Scheduled Development, the College needs to be careful about whom it regularizes and when. The School should insure that there is a continuing pattern of work for the reasonably foreseeable future before regularizing a term faculty member. If there is none, there is no reason to regularize the faculty member. This understanding is enshrined in the Collective Agreement (1.04 (d) v). The School should also be sure that the term faculty member is qualified and able through its hiring and evaluation processes.

In dollars and cents terms, continuing faculty cost more than term faculty because they are entitled to a fully-paid SD period during which they do not teach, and therefore don't produce any student FTE (the currency of the College system) or any tuition. While this period produces other projects of value

to the college's reputation and educational operations, these are less tangible. It is only reasonable to assume that the College will want to be satisfied that the applicant is truly eligible for regularization before approving the application.

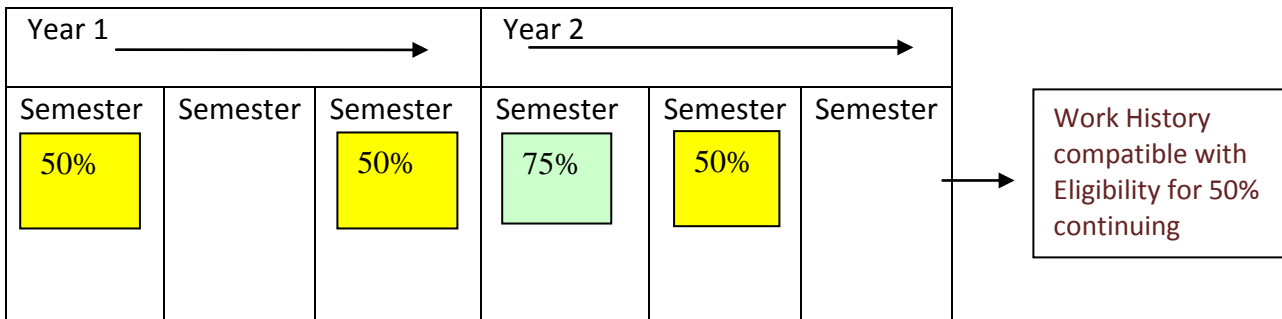
What Constitutes Eligibility?

The Collective Agreement sets out the following pattern of work as being required for eligibility in Clause 1.04 (d) ii. It says faculty "must have worked at an average minimum of forty percent (40%) of full-time employment over at least twelve (12) weeks in each of two (2) semesters or at least nine (9) weeks in each of three (3) quarters (or the equivalent in a combination of semesters and quarters) in each of two (2) consecutive years, with a resulting full-time equivalent employment total of at least thirty (30) weeks , i.e. **an average workload of at least fifty percent (50%) in each year.**"

The wording is very precise and detailed and eligibility patterns vary, but here are some examples that capture common eligibility patterns:

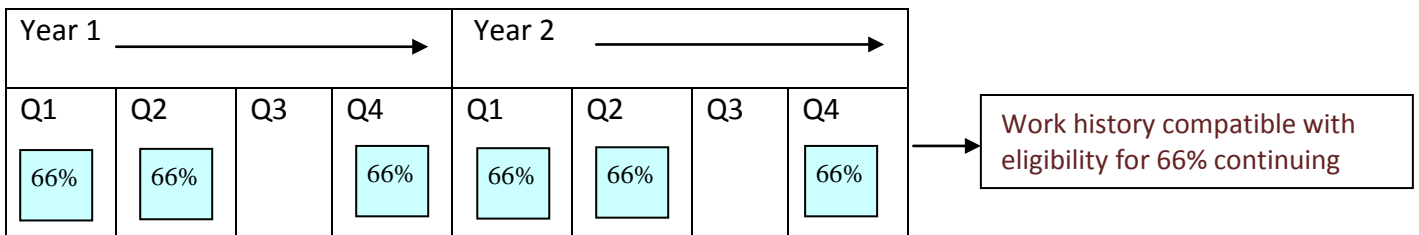
SEMESTER EXAMPLE

At least 12 weeks in each of 2 semesters in each of 2 consecutive years



QUARTER EXAMPLE

At least 9 weeks in each of 3 quarters in each of 2 consecutive years



Notice that, although there are gaps in both of the patterns above, enough work has been accrued over the two consecutive years to permit eligibility for regularization.

Reasons CCFA Term Faculty Regularization Can Be Delayed

If a term employee has been working as a replacement for another faculty member on leave, it is possible that his/her work may dry up when that member returns from leave – even though the other eligibility requirements are met. Failure to manage term faculty expectations about the likelihood of regularization in such cases can lead to hard feelings.

Also, because faculty may be accruing work in more than one department, there may be candidates who, unbeknownst to the potential applicant, will qualify for regularization before he/she does, thus blocking his/her regularization. Such cases can take Chairs by surprise because Chairs are unaware of work being done in other Schools or Departments by their part-time term faculty members.

According to the Collective agreement, whenever there are two or more employees who become eligible for regularization at the same time, it is the faculty member “deemed most qualified through normal school selection procedures” that will be offered the continuing contract. (1.04 (d) v) This delay the regularization of one of the employees – and can run counter to faculty expectations – as when one faculty member has been with the department longer than another, but both become eligible at the same time.

In cases where regularization is delayed because there is not sufficient work in the department, the Employer must inform the Union and the Employee in writing for the reasons for the decision.

- When dealing with term faculty whose regularization is delayed, tensions may run high. Try to be a calm presence and to convey information as clearly as possible between your School and HR and the faculty member. Statistically, most term faculty eventually regularize if they have worked at the College for a period sufficient to gain eligibility, but the timeline can be influenced by many factors. Don't build false expectations.
- One way to support term faculty is to suggest that they request frequent and thorough evaluations. If their performance is exemplary and well-documented, it can help your Dean make the decision in favour of a timely regularization.

I. Money and Budgeting

Section 1 - How to Budget

There is so much to know – luckily a lot of it can be found on the Finance website at <http://intranet.camosun.bc.ca/finance/201011BudgetDevelopment.php>

- A Chair's Primer on budgeting can be found in Appendix 5 of this document. If you are new to the Chair, have a look at it. It provides some definitions and a brief overview of the process.
- Your Associate Dean and Administrative Officer are your best sources of information about your School/Department.

Section 2 - Non-personnel Budget (See Appendix 5)

EasyR

Chairs have access to a budget-tracking program called *EasyR*. See the Administrative Assistant in your school for information and an orientation.

- *EasyR* is seldom completely up-to-date because Visa purchases don't show immediately. One way to keep tabs on your Visa purchases is to have only ONE departmental Visa card.

Purchase Approvals on *Colleague*

If your department makes substantial purchases (e.g. lab supplies, art supplies, etc) you will need to interact with *Colleague Approver* procedures.

Training

You will need training in using *Colleague Approver*, which can be arranged through the Administrative Officer in your School.

Approval Limits

Chairs have an approval limit of \$5000, higher amounts must be approved by your Associate Dean, Dean, or VP depending on the total.

Section 3 - Petty Cash and Travel Expense Claims

Petty Cash

Receipts – Why a Visa receipt is no good to you

- At some point, you will buy something with your own money, and need to produce a receipt for payment. If you want to be reimbursed, you must produce a REAL itemized receipt. An

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itemized receipt or “cash register receipt” shows the date, the name of the business and a list of items purchased, including HST.

- A Visa stub only shows the total amount you charged on your Visa. It shows that you paid for something with your Visa at a certain business at a certain time – but it doesn’t show details, like exactly what was purchased. This is important.
- Schools and Finance won’t accept Visa receipts as the only proof of purchase. The watchdogs get even fussier if you bought dinner – College policy does not allow liquor purchases, and they also want to know how many mouths were fed for the money.
<http://camosun.ca/about/policies/operations/o-4-finance/o-4.4.pdf>
- Hospitality expenses are the most frequently padded. You would never do that – but folks in Finance are paid to look for padding and may refuse to reimburse you if you only provide a Visa receipt but no detailed cash register receipt.

Petty Cash Limits and Procedures

Petty cash may be used to acquire materials and supplies of a minor nature to a maximum of \$75 with no single item exceeding \$50. Some schools have petty cash tills – others do not – but all will have petty cash forms for you to request petty cash reimbursement from a campus cashier at either campus (Dawson Bldg or Campus Centre).

You will need to attach receipts and provide a cost center code from the department budget. Those seeking reimbursement must provide picture I.D. to the cashier at either campus.

Card Reconciliation

If you have a College Visa card, it will have to be reconciled every month. See the Administrative Officer in your School for details.

Bookstore Purchases

See the Bookstore regarding “gift cards” which can be used for departmental bookstore purchases. In days past, we had “Bookstore OK to charge cards” but those have been replaced by gift cards.

Section 4 - Honorariums

Currently under review

Section 5 - Travel Expense Claims

Inter-Campus Travel

Any employees who need to be on more than one campus for work or meetings are eligible for travel expenses for that trip. Be sure to tell instructors about this and direct them to the Travel and Distance Claim forms.

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For yourself, keep track of days that you are required to travel between campuses for meetings and make sure to put in a claim form – it is amazing how quickly the costs add up, and you don't want this expense to come out of your pocket.

Trips out of Town

For work trips that take you out of Victoria, you'll need a Travel Preauthorization form.

<http://camosun.ca/about/policies/operations/o-4-finance/o-4.3.1.pdf>

This authorizes you to travel and keeps your Workers' Compensation and other Insurance in force while you are on your journey.

For travel out of the province, you'll need the approval of your Dean and his/her signature on the Travel Preauthorization form.

For travel out of the country, you'll need the approval of the Vice President and his/her signature on the same form.

- Make sure to leave enough time for these very busy people to get around to signing your form prior to your travel date.

Hotel Discount

If you are staying at a hotel on your trip, make reservations at accommodation that will give you a BC Government Employee rate. You are eligible for this rate when you are travelling on College Business.

Some very good hotels give government employees drastic reductions, so you may find, for instance, that staying at the Four Seasons is actually cheaper than staying at the Motel 6.

To access this discount, most hotels require you to produce a letter from the Ministry of Advanced Education authorizing you for the discounted rate. It is available at your School office.

Travel policy

<http://camosun.ca/about/policies/operations/o-4-finance/o-4.3.pdfForms>

J. Vacation and Scheduled Development

Section 1 - CCFA Vacation

Vacation Accrual

CCFA Annual Vacation Entitlement is covered in the Collective Agreement by Clause 8.01.

How Many Days?

CCFA normally get 44 days per year – of which 3 are the non-teaching days between Christmas and New Year's. That leaves 41 days over which faculty have some control in terms of scheduling. For faculty, it is “normally taken in one block” and for a “minimum of six (6) uninterrupted weeks”.

If there have been leaves of absence without pay, there may be fewer days of vacation overall. The Administrative Officer in your School should be tracking this.

When Does It Arrive?

Vacation is given to CCFA members in a 44-day lump on Sept 1, and these days must be used by Aug 31 of the following calendar year.

Carry Forward

If faculty can't use up all 44 Vacation days during the Sept 1 – Aug 31 period, they must make sure that their School office and HR know that they will be carrying forward vacation days into the next vacation year. If they don't do this, it is possible to actually lose vacation days to which they would otherwise have been entitled. Forms are circulated by the School office every year to deal with carry-forward requests.

Vacation Scheduling

The timing of the vacation is worked out between the faculty, Chair and Dean – taking into account both “the needs of the College and the interests of the employee. (8.01 (a))” Most faculty take their vacation days so that they are contiguous with their 2 months of SD time, but that pattern is not guaranteed by the Collective Agreement. Only rarely is there an issue about the timing of faculty vacations.

Vacation “is not normally approved during peak work periods, instructional or otherwise” (8.01 (a)). That means that it is not usual to grant Vacation requests that interrupt teaching duties – although it does not rule out vacation days being applied in such a way as to make some long weekends – and this could be particularly useful for faculty carrying forward days.

- Most faculty take their vacation in summer, but others enjoy winter vacations. Taking Vacation in Fall (Q1) or Winter (Q2) permits faculty to get the longest possible run of non-work days because of the proximity of the College holiday closure between Christmas and New Year.

Sickness During Vacation

Should a faculty member become seriously ill during his/her vacation, he/she should request that the sick days be applied to sick leave rather than Vacation.

The vacation days could then be used when the employee is feeling well enough to enjoy them. A doctor's note may be required. (see Clause 8.02) For more information, call HR and speak to the Employee Health Coordinator.

Chair Vacation

As faculty, Chairs are entitled to 44 days of Vacation under the Collective Agreement. There is language in 8.01(a), however, that refers to coordinators as being treated differently from regular faculty. "...each faculty member, with the exception of coordinators, shall have the right to a minimum of six (6) weeks of uninterrupted weeks of vacation." This means that, should your Dean wish to do so, he/she could request that you to take your vacation in shorter increments so as to ensure your department runs smoothly during summer.

- If you are requested to take your vacation in shorter increments, and it poses difficulties for you, the matter can be resolved in accordance with Resolution of Disputes procedures in Clause 21 of the Collective Agreement.

Section 2 - CCFA Scheduled Development

Scheduled Development permits two months of time free of regular duties to pursue development tasks. Scheduled Development time is not holiday – it is a work assignment. SD is covered in detail in the Collective Agreement in Provision 10.

SD is not synonymous with "professional development". It allows faculty two months per year to engage in non-teaching activities to enhance their abilities as educators, or to take part in instructional or organizational projects of value to themselves and the College.

- Camosun has possibly the most generous scheduled development provisions of any College in BC.
- Some faculty choose to teach additional sections as their SD project. This can be a good option if the faculty member wants to teach a topic that would not attract sufficient students to make running a section worthwhile under normal circumstances. Teaching done as part of Scheduled Development does not count as part of an instructor's normal teaching load, however.

Who Gets It?

SD is granted to continuing faculty only. Term faculty may access Professional Development funds to attend PD activities, but must be employed at the College at the time they use the funds (see *Money to Support SD* below in this section).

Term faculty who convert to continuing status after working at the College are granted SD in their first continuing year. Continuing faculty hired from outside the College must be employed by the September preceding the May SD period in order to be eligible for SD in May (Clause 10.01). If hired later than September, they are not eligible until their second May at the College.

Types

SD is of three types defined in Clause 10.01 (e). Examples of the various types are below:

- Professional: attending conferences, taking courses or workshops, developing skills
- Instructional: developing a course pack, developing on on-line course
- Organizational: working on an inter-departmental committee, doing program review

Over the span of a career, approximately 50% of the Scheduled Development time should be spent in the pursuit of Professional Development activities.

Money to support SD

There is a fund of Professional Development money available through the CCFA to fund professional development activities. Up to \$2500 Short Term PD funding can be used to assist with travel to conferences or workshops and other short term activities. Long Term PD can assist with tuition for courses, etc. that are part of a credentialed program. Forms and deadlines are available at

http://www.camosunfaculty.ca/index_files/Page319.htm

Section 3 - BCGEU Vacation

Under Construction

Section 4 – BCGEU PD Days

BCGEU faculty are entitled to 8 PD days per year. There is a BCGEU PD fund which is currently under revision, but can pay up to \$2500 in support of PD activities.

The Collective Agreement gives responsibility to the Dean to approve PD activities, so if there is any question about whether an activity is acceptable, ask the Associate Dean or Dean.

K. Courses - Current and Future

Section 1 - Camosun Calendar

Links:

Camosun Calendar - www.camosun.bc.ca/calendar/

Educational Approvals – http://intranet.camosun.bc.ca/ed_prov/

Central Curriculum Network - Find link at http://intranet.camosun.bc.ca/ed_prov/

Approved Curriculum Documents – Find link at http://intranet.camosun.bc.ca/ed_prov/

- The Camosun Calendar lists all of the programs and courses at the College.
- Only available online – print versions are no longer being produced.
- Rules about Course listings in the Calendar
 - The course descriptions and course titles listed in the Calendar are sacrosanct products of the Educational Approvals process.
 - If you want to give a course a zippier name or course description, you'll need to go through the Educational Approvals process because such changes have implications for Student Services, students, and other institutions that you can only dimly imagine.
 - Course titles can't be more than 30 characters long including blank spaces between words.
 - Course descriptions can't be more than 50 words. That's the law.
- The Calendar only lists the course description, but does not give the Learning Outcomes that are required by the Educational Approvals process. To see the learning outcomes for courses, go to the Central Curriculum Network or the Approved Curriculum Documents on the Educational Approvals site.

Section 2 - Course and Program Learning Outcomes – What are they?

Links:

Camosun Calendar - www.camosun.bc.ca/calendar/

Educational Approvals – http://intranet.camosun.bc.ca/ed_prov/

Central Curriculum Network – http://intranet.camosun.bc.ca/ed_prov/

Approved Curriculum Documents - http://intranet.camosun.bc.ca/ed_prov/

Program Review and Renewal – <http://disted.camosun.bc.ca/PRR/index.php>

British Columbia Council on Admissions and Transfer (BCCAT) - <http://www.bccat.bc.ca/>

Abilene Christian University Learning Outcomes List -

http://www.acu.edu/academics/adamscenter/course_design/syllabus/verbs.html

Chairs' / Program Leaders' Reference - January 2011

- Although they don't appear in the Calendar, all of the courses and programs at Camosun should have Learning Outcomes that were developed for them as part of the approvals process.
- Learning Outcomes are the things a student should be able to do at the end of the course or program – not just what they know or have been exposed to.
- Learning outcomes must be observable, and as a result, the language used to write learning outcomes is very verb oriented. They start with verbs like “discuss”, “analyze”, “write”, “construct”, “perform”, etc. – things you can observe and measure.
- Verbs like “know”, “understand”, or “be sensitive to” would require extra-sensory perception to measure in students. Those are not okay for use in learning outcomes. For a complete list, see the Abilene Christian University Learning Outcomes list link.

Section 3 - Making Changes to Courses

Curriculum Changes – Why and How

- Even the best course or program needs occasional changes to keep current and relevant, and to take advantage of opportunities to serve the needs of the community better. Moving ahead with well-reasoned and informed change is critical to the growth and health of the College.
- No course is an island. Courses in your department or program were probably developed in concert with licensing bodies or articulation and transfer agreements with other institutions. They may be prerequisites for other courses.

Very few courses are islands unto themselves – most are connected to other courses, credentials, bodies, or institutions in some way.

- Changing courses has ramifications: Any changes you make to courses may have ramifications for students who have already started but not finished a course of study, to prerequisite agreements, and to transferability of courses.



The Devil is in the Details! Be thorough in your investigation of how your proposed changes may affect students.

- Plan on at least a year for any curricular changes that are more than wordsmithing. It takes time to move the paperwork through the various committees, inform Student Services of the upcoming change, get the course information into the calendar, get students registered into it, etc.

Indigenization of the Curriculum

- Camosun is dedicated to a program of indigenization of our curriculum across the College. But what does that mean to you and your department or program?
 - You may never have considered whether your courses could be more connected to indigenous ways of knowing and doing - but it is very likely that seeing your courses

through an aboriginal lens can make them more accessible and relevant to all students, not just your indigenous ones.

- *Teltin Tte Wilnew*
 - In order to help faculty and staff understand indigenous issues better, the *Teltin Tte Wilnew* program has been developed to raise awareness among instructors and staff about issues relevant to our aboriginal/indigenous students.
- This award winning, blended delivery course provides insight into an Indigenous world view, describes the impact of colonization and how it affects students attending the college today, and guides participants in the development of new teaching and learning methods.
- The program is run over four months with one two-hour session each month. As an example, the winter 2011 *Teltin Tte Wilnew* course runs from Wednesday, January 26th to Wednesday, April 6th, 2011 with an orientation on January 26th. It provides opportunities to work online using Desire2Learn (D2L) as well as face to face (F2F) in discussion groups with an Aboriginal facilitator, Corrine Michel. Commitment is expected at approximately 40 to 50 hours of time to complete the course (or about 5 hours per week).

Section 4 - The Educational Approvals Process and How to Survive It

Educational Approvals

http://intranet.camosun.bc.ca/ed_prov/

Program Review and Renewal

<http://disted.camosun.bc.ca/PRR/index.php>

Degree Quality Assessment Board

<http://www.aved.gov.bc.ca/degree-authorization/board/welcome.htm>

Flowchart of Educational Approvals

http://intranet.camosun.bc.ca/ed_prov/FlowchartTheApprProcess.php

Departmental Responsibilities in the Curriculum Process

http://intranet.camosun.bc.ca/ed_prov/Flowchart.php#Dept

Supports and Forms for Development of Curriculum

http://intranet.camosun.bc.ca/ed_prov/FormsandChecklists.php

Approval Bodies

- Approval bodies exist to ensure good quality curriculum is produced. They also ensure that adequate time is allowed for the change, and that communication has taken place with all stakeholders. These bodies include

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- Department Curriculum Committee
 - School Curriculum Committee
 - College Curriculum Committee
 - Education Council
 - External Professional Certification Bodies
 - Degree Quality Assessment Board (for degrees only)
- Curriculum and External Certification - Some schools offer courses that must meet external licensing or certification requirements.

For example, Trades course curricula are directed by the Province. Nursing and other Health and Human Sciences courses must also adhere to external criteria. Chairs need to be aware of external constraints on curriculum.

- This may seem like a lot of hoops to jump, but each committee or body has a different focus and terms of reference. If you communicate thoroughly throughout your development process, the approvals phase should move ahead with few delays.

Help with Course Changes

- Help is available for the process to assist you in making sure your curriculum meets current standards and best practices:
 - Educational Approvals
 - Program Review and Renewal
 - Your Associate Dean

Educational Research and Development – Program Review and Renewal; The Learning and Teaching Centre

Program Review and Renewal – <http://disted.camosun.bc.ca/PRR/index.php>

Learning and Teaching Centre - <http://disted.camosun.bc.ca/LT/index.php>

Program Review and Renewal – <http://disted.camosun.bc.ca/PRR/index.php>

The Program Review and Renewal team in Educational Research and Development is composed of faculty members who assist departments in

- Investigating new course or program directions
 - Keeping their practices fresh
 - Dealing with changes or challenges
 - Reviewing their areas of strength
- A program review is based on a “building from strengths” model, and helps departments communicate about their current practice and new initiatives they wish to develop.
 - The Program Review Facilitators are faculty members specially trained in doing reviews. That means it’s a “faculty working with faculty” model.

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- Because the facilitators organize meetings, arrange focus groups, take notes, and assist with new development or renewal of curriculum there is less work for Chairs and department faculty.

Learning and Teaching Centre - <http://disted.camosun.bc.ca/LT/index.php>

Starting in 2010, the Learning and Teaching Centre is offering opportunities for faculty and Chairs to learn more about the curriculum development process.

Section 5 -- BCCAT - Course Transfer and Articulation

Links:

BCCAT website - www.bccat.ca

BCCAT Articulation and Transfer Guide - <http://www.bctransferguide.ca/>

Student Services – Advising - http://intranet/student_services/advising.php

What is BCCAT?

- The BC Council on Admissions and Transfer site tells you what credit is given to courses from sending institutions (such as Camosun) at receiving institutions (such as UVic).
 - It also tells you about articulation committees for all disciplines, and can link you to the Articulation Chair, dates of Articulation meetings, etc.
- BCCAT publishes an Articulation and Transfer Online Guide that lists courses from sending and/or receiving institutions for which established articulation/transfer agreements exist.
- BCCAT Office is in downtown Vancouver on Seymour St. and has a permanent staff who help organize the provincial articulation/transfer system.

Sending or Receiving Institutions?

- Traditionally, Camosun was a “sending institution” – an institution that did not accept many students from other post-secondary institutions but sent out a lot. Now, with so many University/Colleges in the province, the distinction between sending and receiving institutions is blurring.
- If you have doubts or issues about transfer or articulation, and the BCCAT Transfer Guide seems inadequate, ask Advising in Student Services for help.

Provincial Articulation Meetings

- Articulation Meetings are an activity organized by the BC Council on Admission and Transfer, Articulation annually.
- They are assemblies of the Chairs of departments in your discipline from colleges, universities, and university-colleges from all over the province.
- Articulation meetings are held once per year in various locations, hosted by member institutions.

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- At these meetings new courses or programs are announced, and matters related to admissions and transfer issues in your discipline are discussed.

Questions About Articulation You'll Need to Answer

- How many articulation meetings does your department attend? Some departments attend several different ones.
- Who is your departmental representative?
- When is the meeting this year?
- Where?
- Do you have sufficient budget to attend?
- Who is the Chair of your Provincial Articulation Committee?
- What projects, courses or issues does your department want discussed at Articulation?
- You might be expected to write and submit a brief annual report on your department. What length/format is required?
- Is the meeting a single day, or does it spread over 2 days?
- If the meeting is up-Island or in Vancouver, could you conceivably car-pool with representatives from Royal Roads or UVic?